Education and Training

Program of Studies

2017-2018

Education & Training

Course Title	KY Valid Course Code	Recommended Grade Level							Recommended Credit
		6	7	8	9	10	11	12	
The Learning Community	331030				X	X	X	X	1
The Learner-Centered Classroom	331031				X	X	X	X	1
The Professional Educator	331032					X	X	X	1
Collaborative Clinical Experience	331033						X	X	1
Principles of Career and Technical Education	331034						X	X	1

NOTE: Post-Secondary connections are available through articulation agreements with several Kentucky colleges and universities

Purpose:
The purpose of the Teaching and Learning career pathway is to empower students with the knowledge, dispositions and skills to be effective educators in a variety of disciplines and grade levels.

Career Pathways:
Teaching and Learning

National Career Clusters
FCS Education fosters the development of 21st century and technical skills in a variety of the National 16 Career Clusters.

- Human Services
- Education & Training
- STEM (*Science, Technology, Engineering & Mathematics*)

Work Based Learning
Cooperative experience, internships, shadowing and mentoring opportunities provide depth and breadth of learning in the instructional program and allow students to directly apply the concepts learned in the classroom. The Work Based Learning Guide is available on the KDE website.

Student Organization
Participation in Educators Rising provides a vehicle for students to employ higher order thinking skills and to further enhance their leadership skills through their participation in regional, state and national competitive events and local activities. The organization provides passionate young people meaningful experiences that sustain their interest in the profession and cultivates the skills they need to be successful educators.

EDUCATION AND TRAINING
2017-2018

Teaching and Learning
CIP 13.0101.00

PATHWAY DESCRIPTION: This pathway focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

BEST PRACTICE CORE	EXAMPLE ILP-RELATED CAREER TITLES
Foundational Skills Necessary for Career-Ready Measure: *Complete (3) THREE CREDITS:* 331030 The Learning Community 331031 The Learner-Centered Classroom 331032 The Professional Educator* *Choose (1) ONE CREDIT from the following:* 331033 Collaborative Clinical Experience* 331034 Principles of Career and Technical Education - An AP or Dual Credit course in intended teaching discipline *The Learning Community and The Learner-Centered Classroom are recommended as pre-requisites for these courses.	Teacher Administrator Counselor Instructional Coach Curriculum Specialist Curriculum Writer/Consultant School Psychologist Curator Professor Policy Advisor Tutor Assessment Specialist

During the beta year of 2017-2018, students may participate in the following assessments:
- Pre-Professional Assessments and Certification in Education Fundamentals (AAFCS)
- Praxis 1
- Educators Rising Micro-credentials (performance-based assessments)

Data will be collected from every district who chooses to implement the beta pathway for the 2017-2018 school year.

In order to register for this pathway, please click here. By registering through this system, you will automatically have this pathway added to the Technical Education Database System. Please let your TEDS Coordinator know that this will be required data that must be entered in TEDS.

For additional information, contact Kelly Stidham at kelly.stidham@education.ky.gov, Wayne Stevens at wayne.stevens@education.ky.gov or Kayla Godbey at kayla.godbey@education.ky.gov.

COMPLEMENTARY OR ADVANCED COURSEWORK BEYOND CAREER PATHWAY(S)
Upon completion of a pathway, additional coursework to enhance student learning is encouraged. Credits earned in Advanced or Complementary Coursework "Beyond the Pathway" may not be substituted for pathway courses in order to achieve Preparatory or Completer status.
• Work-based learning
• Advanced course-work in the intended field of teaching

KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY TEMPLATE

COLLEGE/UNIVERSITY: Northern Kentucky U. **CLUSTER:** Teaching and training

HIGH SCHOOL (S): **PATHWAY:** Teaching and Learning (Middle grades)

	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	GRADUATION REQUIREMENTS REQUIRED CTE COURSES ELECTIVE COURSES			CREDENTIAL CERTIFICATE DIPLOMA DEGREE*	OCCUPATIONS RELATED TO THIS PATHWAY
SECONDARY		English I	Algebra I	Earth Science	Social Studies	Health/PE	Arts & Humanities	Learning Communities		
		English II	Geometry	Biology I	Word Civ.	World Language I		The Learner Centered Classroom		
		English III	Algebra II	Physical Science	US History	World Language II		The Professional Educator		
		English IV	Math Elective	Science Elective				Collaborative Clinical Experience		
POSTSECONDARY										
		Written Communication I	Math and Statistics	Natural Science	Orientation to the Education Profession	Instructional Technology	Fundamentals of Middle grades Education	Middle grades Field Experience II		
		Public Speaking	**Introduction to Psychology**	**Natural Science**	**Introduction to Education**	**Children w/ Exceptionalities in the schools**	**Middle grades Field Experience I**	**Clinical Experience: Middle Grades**		
		Advanced College Writing	Cultural Pluralism	Human growth and Development	Racism and Sexism in Educational Institutions	Educational Assessment : Middle Grades	Reading and Writing across curriculum: Middle Grades	Teaching Field I		
		Culture and Creativity Credit	Global Viewpoints		Field Experience Middle Grades	Instructional Planning for inclusive middle level Classrooms	Classroom Climate management	Teaching Field II		

Graduation Requirements: course credits needed to achieve a high school diploma	
Required CTE Courses identified for a career major in a career pathway	
Elective Courses: courses relating to students' needs and interests and provides support in achieving career goals	
Work-Based Learning (e.g., Cooperative Education and Internship) may be included as components of career pathways.	

League.org **CCTI** College and Career Transitions Initiative
FOR INNOVATION IN THE COMMUNITY COLLEGE

Course Description: In this course students develop an understanding of the various responsibilities and systems involved in the K-12 educational system. Specifically, students will acquire the knowledge of education through the perspectives of classroom, school, district, state, and federal roles.

Clinical Experiences:
Students are embedded in observational and small group or individual teaching settings. They engage with students, schools and stakeholders across the community to better understand how the community functions as a system, noting how elements within the system relate and interact and the impact on students.

Content/Topics:
You
- Self-Awareness: my identity, understanding bias, understanding equity, my values, StrengthsFinder, empathy, teacher impact, teacher persona
- Personal Expectations: professionalism, becoming a change agent
- Leadership: common characteristics of successful leaders, credibility, unpack concept of credibility and trustworthiness, habits of effective speakers
- Connecting with Students: cultural competence, expectations for students, building mutual respect, establishing boundaries

Your Classroom & Curriculum
- Introducing Teaching: Standards 101, Curriculum 101, Assessment 101, understanding by design, formative assessment, summative assessment

Your Community
- Partners: understanding the roles of stakeholders, building relationships with families and caregivers, talking about a student with families and caregivers, mapping resources available to support students
- Colleagues: collaboration with colleagues, working with administrators, extracurricular activities
- Local Community: civic engagement, community organizations, supporting social justice at home, researching your community, local/regional culture, identifying equity

Your Profession
- Understanding the School System: purpose of school, school system: federal vs. state vs. local, local governance and policy-making, school funding (inc. Title I of ESEA), district & school budgets, accountability systems, salary schedules and trends, types of schools
- Planning a Path: career pathways, roles, and opportunities, being a professional, unpacking the Educators Rising standards report
- Context for Great Teaching: profiles of effective educators, edTPA 101, National Board 101: five core propositions, mythbusting: superhero teachers, the history of teaching, unions, collective bargaining, due process, professional associations and organizations for educators

Connections: Educators Rising Standards, Partnership for 21ts Century Skills, Kentucky Academic Standards

Course Description: This course will develop rising educators' awareness of their funds of knowledge, as well as their personal biases that develop from their life experiences. Using research-based methods, rising educators will develop methods to impact student equity based on culturally competent models as well as growth mindset methods.

Clinical Experiences:
The students will be embedded in classrooms in observing and active teaching roles (any of the 5 co-teaching models). They will experience a variety of settings in order to reflect on their developing understanding and skills across the K-12 spectrum.

Content/Topics:
<u>**You**</u>
- Personal Expectations: professionalism, becoming a change agent, high personal standards, responsible use of social media & online platforms, accountable talk (inc. meaningful praise). Students review these topics as expectations for entering classrooms.
- Improvement: growth mindset, reflective habits of mind
- Critical Thinking: responsive planning, critical thinking: my experiences, How do I know if I learned something?, media literacy, resource literacy, investigating sources

<u>**Your Students**</u>
- Development: cognitive development: ages & stages, experiential learning, constructivism
- Connecting with Students: cultural competence, expectations for students, building mutual respect, establishing boundaries, embracing diversity, asset-based approach, celebrating success
- Diverse Learners: Special Education 101, differentiation, types of disabilities in IDEA, supporting students facing trauma
- Engaging with Students: motivation, challenging all students / meeting all students' needs, brain-based learning, personalized learning, deeper learning

<u>**Your Classroom & Curriculum**</u>
- Classroom Management: student engagement, culturally relevant teaching, classroom norms & routines, inclusive learning environments, anti-bullying strategies, de-escalating and managing conflict
- High Leverage Practices: eliciting and interpreting individual students' thinking, coordinating and adjusting instruction during a lesson, interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments, analyzing instruction for the purpose of improving it, setting short and long-term learning goals for students, checking student understanding during and at the conclusion of lessons, selecting and designing formal assessments of student learning

Connections: Educators Rising Standards, Partnership for 21ts Century Skills, Kentucky Academic Standards

Course Description: In this course students will develop an understanding of how educators advance their profession within the classroom. Specifically, students will gain both the knowledge and skills to plan, deliver, and reflect on the process of teaching and learning.

Clinical Experiences:
Students are deeply embedded in classroom settings, actively practicing the skills they are studying and reflecting on the results to deepen their understanding. The extended time in the classroom provides an opportunity to study at length a particular group of students and discipline.

Content/Topics:
You
- Self-Awareness: my identity, understanding bias, understanding equity
- Personal Expectations: professionalism, becoming a change agent, high personal standards, responsible use of social media & online platforms, accountable talk (inc. meaningful praise) Students have studied the topics above in previous courses, but will engage further in these as they enter classrooms as Rising Educators.
- Improvement: growth mindset, reflective habits of mind, how to get better, intention & purpose, building my professional network for support, seeking feedback and mentoring
- Critical thinking: responsive planning, resource literacy, investigating sources

Your Classroom & Curriculum
- Introducing Teaching: developing pedagogical knowledge, the importance of content knowledge
- Classroom Management: student engagement, culturally relevant teaching, classroom norms & routines, inclusive learning environment, anti-bullying strategies, de-escalating and managing conflict
- High Leverage Practices: leading a group discussion, explaining and modeling content, practices and strategies, eliciting and interpreting individual students' thinking, diagnosing particular common patterns of student thinking and development in a subject-matter domain, implementing norms and routines for classroom discourse and work, specifying and reinforcing productive student behavior, setting up and managing small group work, designing single lessons and sequences of lessons, providing oral and written feedback to students, analyzing instructional for the purpose of improving it

Your Profession
- Planning a Path: career pathways, roles, and opportunities, planning coursework, professional growth and development, building networks online, being an ambassador for the profession
- Being a Professional: unpacking the Educators Rising Standards report, professional skills and terminology, "A week in the life of a teacher," research use, staying current, code of ethics for educators

Connections: Educators Rising Standards, Partnership for 21ts Century Skills, Kentucky Academic Standards

Course Description: In this course, Collaborative Clinical Experience, students will refine the required knowledge and skills to be an effective educator while also practicing the dispositions necessary for the educational profession. Specifically, students will gain an understanding of how teachers lead through individual and collaborative growth and reflection.

Clinical Experiences:
This is a work-based learning experience where students should spend almost all of their time in a classroom learning setting appropriate to their intended teaching discipline. The course provides the opportunity for students to reflect individually and collaboratively with peers and teachers. They bring to the classroom experience all of their study from the earlier courses, refining and developing new skills, dispositions, and understanding. A focus on growth through reflection is critical.

Content/Topics:
You
- Improvement: growth mindset, reflective habits of mind, improvement, intention & purpose, building my professional network for support, seeking feedback and mentoring
- Leadership: common characteristics of successful leaders, credibility, unpack concept of credibility and trustworthiness, habits of effective speakers

Your Community
- Colleagues: collaboration with colleagues, working with administrators

Your Profession
- Planning a Path: career pathways, roles, and opportunities, planning coursework, professional growth and development, building networks online, selecting the right college, securing a job, being an ambassador for the profession
- Being a Professional: unpacking the Educators Rising standards report, professional skills and terminology, "A week in the life of a teacher," research use, staying current, code of ethics for educators

Connections: Educators Rising Standards, Partnership for 21ts Century Skills, Kentucky Academic Standards

Principles of Career and Technical Education
Valid Course Code: 331034

Course Description: This course is designed to provide a general overview of career and technical education including program areas, components, philosophy and current trends and issues. Students will examine a variety of topics including: history of CTE, work based learning, career and technical student organizations, advisory councils, professional organizations as well as the influence of legislation on CTE.

Content/Process

Students will:

1. Understand career and technical education, including its essential characteristics, components and effect in a multicultural society.
2. Develop a basic philosophy of career and technical education (CTE).
3. Explain the historical foundations of CTE, its evolution over time, its mission and strategies.
4. Understand the development of career and technical education and the federal legislation effecting career and technical education.
5. Understand the administration and financing of career and technical education.
6. Explore the nature and purpose of the program areas in CTE.
7. Analyze career opportunities in each of the program areas.
8. Understand equity, career guidance, and special needs (including exceptional children) programs and their interaction with CTE.
9. Understand the integration of academic and career and technical education.
10. Determine the role student organizations play as an integral part of CTE.
11. Analyze organizational structures and their components. (including bylaws, officers, committees, and program of work)
12. Explain the procedures of parliamentary law using Robert's Rule of Order.
13. Demonstrate the use of proper parliamentary procedure skills.
14. Understand the role and functions of CTE advisory councils.
15. Assess the importance of professional organizations available to career and technical education teachers and their functions in influencing policy, legislation and practices in CTE.
16. Explore the role that business and industry plays in CTE programs.
17. Investigate work based learning opportunities.
18. Identify appropriate industry certifications for secondary students.
19. Demonstrate appropriate professional etiquette.
20. Understand the importance of an ethical climate in the workplace.
21. Develop a tool to increase time management, planning skills and organization in the workplace.
22. Justify the value of diversity in the workplace. (cultural, socio-economic, ethnicity, disability, gender)
23. Determine impact of social, economic, cultural, and technological forces on employee development and performance through evaluation tools.
24. Practice confidentiality and other workplace policies in work-based learning placements.
25. Integrate new technology trends in the workplace utilizing web 2.0 tools, new software programs and hardware.
26. Apply math, science, communication skills, problem solving and decision making within technical content.
27. Utilize activities of the CTSOs as an integral component of course content and leadership development.

Connections

- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards
- Partnership for 21st Century Skills
- Kentucky Academic Standards
- Standards for Mathematics and English/Language Arts